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ABSTRACT

The generation now beginning their postsecondary education includes a significant portion of students who lack abilities assumed for college students in the past. The Pattern for many of these students has been one of a revolving door: they enter college and leave within a year, without fulfilling their educational goals. For such students, access to further education does not guarantee a fair chance of reaping the traditional benefits of that experience. Thus, postsecondary institutions now face a broader social purpose. They must create the conditions for effective learning for a more diverse range of postsecondary students. Under the national projects competition, the fund for the Improvement of Postsecondary Education describes projects of national significance, and invites applicants to qualify for participation in a collaborative activity. This document sets forth guidelines for the second national project: "Alternatives to the Revolving Door; Effective Learning for Low-Achieving Students." (Author/KE)

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FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION
DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
400 Maryland Avenue, S. W.
Washington, D. C. 20202

HE

FY 1975
Program Information
and Application Procedures

NATIONAL PROJECT II

ALTERNATIVES TO THE REVOLVING DOOR:

EFFECTIVE LEARNING FOR LOW-ACHIEVING STUDENTS

HE 007578

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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I. INTRODUCTION TO THE FUND

A. The Fund's Mandate

The Education Amendments Act of 1972 authorizes the Secretary of Health, Education, and Welfare to improve postsecondary educational opportunities by providing assistance to educational institutions and agencies for a broad range of reforms and innovations.*

To implement this authority, the Secretary has established the Fund for the Improvement of Postsecondary Education, a separate organizational unit within the Department of H.E.W., under the general supervision of the Assistant Secretary for Education. The Fund is administered by a Director and a small professional staff. The Director is responsive to a fifteen-member, Secretarially-appointed Board which is authorized to recommend policy priorities for the Fund, and to review grants and contracts of a specified kind and amount.

The Fund is a governmental, grant-making organization with four distinguishing characteristics:

--It is comprehensive in scope, covering the entire range of postsecondary education.

--It is responsive, seeking to yield to external initiative the task of conceiving and developing proposals to be funded.

--It is action-oriented. While the Fund will entertain proposals for policy-oriented studies and feasibility studies directly related to reform and innovation, it will not fund proposals for basic research.

--It is risk-taking. The Fund will entertain proposals for new and unproven ideas as well as proven ones.

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*The specific authority is contained in Title III, Section 404 of the General Education Provisions Act, as amended by the Education Amendments Act of 1972.

B. General Goals

The basic purpose of the Fund is to help fulfill our national commitment to extend postsecondary educational opportunities. While other Federal programs have extended opportunities for access to postsecondary education, the role of the Fund is to improve the effectiveness and quality of postsecondary education itself.

In fulfilling this purpose, the Fund will pursue two general goals: diversity and cost-effectiveness. These will be achieved primarily through the encouragement of structural, learner-centered improvements throughout postsecondary education.

--Diversity. The population seeking improved postsecondary educational opportunities has undergone profound changes over the past decade. It is larger than before, now including over half of all high school graduates as well as many individuals beyond "college age". It is considerably different than before, as a result of the multiple cultural and technological changes at work in our society and the extension of educational opportunity to individuals from socio-economic groups and circumstances previously under-represented in postsecondary education. To meet the needs of this population, the Fund seeks to expand the total diversity of educational services. This does not mean that the Fund encourages each center of learning to become more diverse--in fact, to increase their effectiveness, most centers of learning might well need to develop unique roles and special educational functions. More particularly, it means that the Fund seeks to encourage the development, implementation, and assessment of effective educational options which are not presently generally available.

--Cost-effectiveness. Increased public expenditures for post-secondary education have generated new demands for accountability and more effective use of resources. Thus, the Fund is interested in encouraging more value for the same dollar, or the same value for fewer dollars. In addition, since educational changes will increasingly necessitate a reallocation of existing resources rather than an expansion of new resources, the Fund will be inclined to financing techniques which encourage such reallocations.

--Structural change. In order to have maximum impact with limited resources, the Fund is particularly interested in improvements which have far-reaching effects. This does not mean that every improvement must have wide applicability, nor that only replicable innovations will be funded. It does mean, however, that the Fund encourages solutions to problems of a general and structural kind, rather than problems which are temporary or of limited significance.

--Learner-centered change. The basic purpose of the Fund is to improve educational opportunities for learners. This does not mean that only those improvements which will directly benefit learners will receive support--many changes designed to improve institutions and agencies which provide instruction or other educational services may have a substantial though indirect impact on learners. It does mean that the Fund will want to know what the probable or eventual impact of each improvement will be on the learning population to be served.

Many associations, organizations, and agencies are necessary to the realization of these goals. The Fund thus encourages proposals from the entire range of higher and postsecondary educational institutions, including profit and non-profit, private, trade, technical, and business schools, as well as from educational organizations and agencies such as student and faculty associations, trustees, state agencies and other governmental organizations, and providers of educational services in settings such as museums, libraries, and workplaces. Proposals are welcome from newly-formed as well as established organizations.

C. Programs

The authorizing legislation for the Fund identifies eight purposes for which grants and contracts may be awarded. These are:

- encouraging the reform, innovation, and improvement of postsecondary education and providing equal educational opportunity for all;
- the creation of institutions and programs involving new paths to career and professional training, and new combinations of academic and experimental learning;
- the establishment of institutions and programs based on the technology of communications;
- the carrying out in postsecondary educational institutions of changes in internal structure and operations designed to clarify institutional priorities and purposes;
- the design and introduction of cost-effective methods of instruction and operation;
- the introduction of institutional reforms designed to expand individual opportunities for entering and re-entering institutions and pursuing programs of study tailored to individual needs;
- the introduction of reforms in graduate education, in the structure of academic professions, and in the recruitment and retention of faculties; and
- the creation of new institutions and programs for examining and awarding credentials to individuals, and the introduction of reforms in current institutional practices related thereto.

To fulfill its basic mission and to achieve these purposes, the Fund administers several distinctive program competitions. Under the comprehensive program competition, applicants are invited to submit proposals related to any or all of the purposes for which the Fund can make awards. Under the special-focus program competition, applicants are invited to submit proposals related to a particular educational need or approach identified as an important and timely "target of opportunity"

for concentrated support. In FY 75 there will be one special focus program: "Education and Certification for Competence".

Under the national projects competition, the Fund itself describes projects of national significance, and invites applicants to qualify for participation in a collaborative activity. In this competition, participants are selected primarily for their potential contribution to the collaboration, based on past accomplishments, and secondarily on proposed activities. In FY 75 there will be three national projects competitions: "Improving Information for Student Choice"; "Alternatives to the Revolving Door: Effective Learning for Low-Achieving Students"; and "Elevating the Importance of Teaching". In all programs, applicants must identify the particular competition they are entering, but are not excluded from applying to more than one program.

This document sets forth guidelines for the second national project: "Alternatives to the Revolving Door: "Effective Learning for Low-Achieving Students". The other national projects, the special focus program, and the comprehensive program are described in separate program announcements which can be obtained at the following address:

Program Announcement
Fund for the Improvement of Postsecondary Education
Department of Health, Education, and Welfare
400 Maryland Ave., S. W. - Room 3141
Washington, D. C. 20202

II. NATIONAL PROJECT II: ALTERNATIVES TO THE REVOLVING DOOR -- Effective Learning for Low-Achieving Students

A. THE PROBLEM

In the decade of the 1960's, two deliberate social policies brought new postsecondary educational opportunities to millions of high school graduates. First, local, state, and Federal governments reduced the cost barrier by offering subsidies to students and by building and subsidizing low-tuition institutions. Second, some educational institutions reduced the barrier of selective admissions by lowering or abandoning requirements for high academic performance in high school and on standardized achievement tests.

As a result, the generation now beginning their postsecondary education includes a significant portion of students who lack abilities assumed for college students in the past. Typically, they lack the confidence as well as the skills essential for advanced academic work. The pattern for many of these students has been one of a revolving door: they enter college and leave within the year, without fulfilling their educational goals.

For such students, access to further education does not guarantee a fair chance of reaping the traditional benefits of that experience. Thus, postsecondary institutions now face a broader social purpose. They must create the conditions for effective learning for a more diverse range of postsecondary students.

B. APPROACHES TO EFFECTIVE LEARNING

The efforts of postsecondary educational institutions to respond to students lacking traditional academic skills have taken two basic forms. Substantial numbers of institutions have initiated programs of recruitment and transition to college aimed at improving access and preparing students for college work. Also, many institutions have strengthened their counseling, tutorial, and other support services, in order to improve the retention of students. With the help of these programs, some students have been able to compete on successful terms with other students in traditional courses. In this case, representing one form of approach, it is the student who has adapted to the institution's standards and learned to cope with the traditional processes of teaching and learning within the institution.

Another alternative is for the institution to adapt its basic processes of teaching to the styles of learning most appropriate to the students it serves. Attempts to do so may incorporate counseling, tutoring, and other services within an overall educational approach. But they rely primarily upon altering or expanding the setting, content, and methods for teaching and learning.

Both approaches are necessary to redress the growing mismatch between postsecondary institutions and the students entering them today. And while both efforts assume that these students need to acquire essential skills to continue their learning, successful efforts of either kind are likely to recognize that the mere acquisition of skills will not compensate for years of only adequate or marginal performance as students. Equally important is an underlying disposition to apply

these skills in the pursuit of educational goals. Even more than other students, they need to learn how to learn. And this involves not only skills, but attitudes, aspirations and the experience of success.

What is required for effective learning, and how this is achieved for various students in different settings, are questions which probe the frontiers of research. But much knowledge--of use to practitioners as well as policy makers--can also be gained from analysis of the natural experiments resulting from efforts to meet the needs of low-achieving students. Thus, identification, assessment, and dissemination of successful responses to these new students is of major national importance.

The Fund assumes that there are a number of efforts underway which attempt in various ways to help low-achieving students succeed as learners. Indeed, different kinds of responses will be called for by the needs of particular groups of students in particular institutions. Regardless of the approach--whether the focus is on preparing students for regular courses or on a more basic alteration of the institution's methods of teaching and learning; whether the effort exists as a distinct program or characterizes the entire institution--there is a need to learn from the most successful of these efforts, and to make this knowledge available to those who are addressing the same problem in similar settings. Given the range of successful responses from which it will be important to learn, the activity of assessment and dissemination is best undertaken as a collaborative effort.

Thus, the Fund invites postsecondary institutions, programs, or components of programs which can demonstrate success in promoting effective learning for low-achieving students to participate in National Project II.

C. DESCRIPTION OF NATIONAL PROJECT II

The Fund will identify and bring together approximately 12 of those institutions and programs which have been successful in various ways in creating conditions for effective learning for low-achieving students. These "Associates" of the Fund for this national project will receive funding - individually, and as a group - for participation in 15 months of activities. The central goal of the Associates' collaboration will be to identify the most successful components of their approaches and disseminate findings on what works for particular students in various settings to other practitioners. How this is achieved will depend on the nature of the programs selected, and will be determined with the participation of the Associates. A likely range of activities, however, would include the following:

-- information sharing among the Associates

-- refining of individual program data-gathering procedures to provide the basis for more thorough evaluation

-- generating written descriptions of the salient characteristics and indices of success of the participating programs

-- developing guidelines for effective approaches to particular problems

-- serving as models for other institutions

The Associates will be guided and supported in their activities by the Fund staff, by an Advisory Panel of individuals knowledgeable in the problem area but not affiliated with any of the participating institutions,

and by the logistical resources of one of the participating programs, which will serve as a resource institution. The Resource Institution, to be selected competitively from among the Associates, will plan and coordinate five two-day meetings of the Associates and a concluding invitational conference, act as fiscal agent for the participation of the Advisory Panel (selected in consultation with the Fund and with the Associates), facilitate dissemination activities, and take final responsibility for the preparation and dissemination of a final report.

III. SELECTION OF PARTICIPANTS

Applications for this national project will be reviewed with reference to the general criteria of significance, feasibility, extent of institutional commitment, and appropriateness to the Fund which are applied to all applications to all programs administered by the Fund. These criteria are described in section IV, Application Procedures. However, since the Fund itself has specified the general purpose and form of the activity in this national project, the review of applications will emphasize the applicant's qualifications for participation in that activity and enhancing its impact.

A. ASSOCIATES

Selection of Associates for National Project II will be based on the applicant's potential for contributing to the store of practical knowledge needed to create the conditions for effective learning for low-achieving students throughout postsecondary education.

A primary measure of this potential will be the extent of the applicant's success in facilitating effective participation in postsecondary education for low-achieving students. To some extent, indicators of success will vary from program to program. Therefore, it will be the responsibility of the applicant to determine indices of success relevant to the particular program, and to present evidence to demonstrate success with respect to these indices. While we assume that quantitative data on the persistence and attainments of students will in most cases be essential to an understanding of program effectiveness, applicants are

encouraged to submit qualitative measures and judgments of programs as well. For example, in addition to formal measures of student success in educational programs and improved abilities in reading, writing, mathematics, critical thinking, etc., applicants may wish to present evidence that broader student goals are met by the program, or that changes in the motivation and self-concept of students are evident, or that the program enjoys a good reputation among other constituencies, such as employers or faculty in the institution not directly affiliated with the program.

Another measure of the applicant's potential contribution to the national project will be the extent to which components of the program may be useful in other institutions. Of course, all solutions to the problem of effective learning for low-achieving students are likely to be context-specific to some extent. It is also likely that no program can be replicated in its entirety elsewhere. However, the Fund will attempt to identify those programs with features that have the greatest promise of wider application.

As a further basis of selection, applicants are required to outline a plan for further analysis and evaluation of their program, to be carried out as part of their activity as a Fund Associate. The significance to the field of the additional knowledge gained by the proposed evaluation and the feasibility of the plan will be taken into account in reviewing applications.

In summary, the review of statements of qualification as Associates will call special attention to the following:

- extent of institutional and/or programmatic success (and evidence of that success) in facilitating effective learning for low-achieving students

- potential of program features and practices for wider dissemination
- significance and feasibility of the proposed evaluation activity as a Fund Associate

The evidence of success, potential for dissemination, and the proposed evaluation plan should be presented according to the guidelines and constraints suggested in Section IV, C. The Fund recognizes that the kind and quality of evidence requested will, in most cases, require at least several years of previous activity in response to the needs of low-achieving students.

B. Resource Institution

Each applicant for participation as a Fund Associate is also invited to apply for the role of Resource Institution. After the identification of the Fund Associates, the Resource Institution will be selected from among those applicants already selected as Associates who have made a supplemental application for this role. This institution will provide the logistical support necessary to coordinate all conferences and meetings, employ consultants, facilitate dissemination activities of the Associates, and assume responsibility for a final report. In order to carry out this role, the Resource Institution will conduct two years of activity in consultation with the Fund, encompassing the participation of the Associates. Applications for this role should be appended to the application for participation as an Associate.

Applications for the Resource Institution should include evidence of institutional capacity to assume these responsibilities, and should propose a plan of activities in accordance with the guidelines suggested in the section on Application Procedures. In judging applications, special attention will be paid to the following:

- extent of knowledge and experience of project staff (and persons to be called upon) in the problem area of effective learning for low-achieving students

- quality and appropriateness of the physical and intellectual resources with which to provide logistical support

- quality and appropriateness of the proposed plan of activities

- capacity for effective and efficient fiscal management

IV. APPLICATION PROCEDURES

A. Review Procedures

(1) As in other Fund programs, the Director and staff of the Fund will review each application according to the following criteria, where appropriate: (a) its eligibility for funding; (b) its comparative contribution to the general goals of the Fund (outlined in Section I) and to the relevant program objectives (outlined in Section II, C); (c) the extent to which, in meeting these goals, the project (i) represents an improvement upon, or significant departure from, existing practice, and (ii) involves processes, features, or products applicable in other postsecondary educational settings; (d) the feasibility of its project design, including budget and evaluation plans; (e) evidence of commitment to the proposed activity, including, when appropriate, institutional cost-sharing; and (f) its appropriateness for Fund support in terms of the availability of other external funding sources for the proposed activities. Applications will also be reviewed according to criteria more specific to National Project II, as discussed in Section III. Outside readers and consultants will frequently be asked to evaluate the proposals and to undertake on-site examinations. Final decisions will be made by the Director of the Fund in consultation with the Board.

(2) Section 404(b) of the enabling legislation states, in part, "No grant shall be made or contract entered into under subsection (a)

for a project or program with any institution of postsecondary education unless it has been submitted to each appropriate State Commission established under Section 1202 of the Higher Education Act of 1965, and an opportunity afforded such Commission to submit its comments and recommendation to the Secretary." The Fund encourages postsecondary institutions to keep their respective State agencies informed of the submission of proposals in order to expedite the review process and ensure proper coordination with the objectives of State policy. However, proposals should be forwarded directly to the Fund from applicant institutions. After review by the Fund, designated 1202 State Postsecondary Education Commissions, where established, will be notified and asked to comment upon those proposals which are under consideration for funding.

B. General Information

(1) Application Deadline

Statements of qualification from potential Associates (and Resource Institutions) must be postmarked on or before February 17, 1975, or delivered by hand to the Fund office by 5:00 p.m., E.S.T., on that date. Notification of awards for Associates and the Resource Institution will be made no later than June 30, 1975. Funding will begin July 1, 1975, for the Resource Institution and September 1, 1975, for the Associates. Unsuccessful applicants will be informed as soon as possible.

(2) Mailing Address

All proposals and related correspondence should be addressed to:

National Project II: Alternatives to the Revolving Door
Fund for the Improvement of Postsecondary Education
Department of Health, Education, and Welfare
400 Maryland Avenue, S. W., Room 3141
Washington, D. C. 20202

(3) Title Page

Statements of qualification from potential Associates and Resource Institutions should be covered by a title page, using Form 0001 or 0001' (attached) or a facsimile. Applicants desiring to serve as the Resource Institution should so indicate on the title page of the application for participation as an Associate, and append the Resource Institution application - also covered by a title page - to the Associate's application.

(4) Abstract

Following the title page for application either as an Associate or as Resource Institution, a one-page abstract should be attached which describes: (1) the applicant's qualifications for participation, and (2) a description of the proposed activities (evaluation plan in the case of the Associates; coordinating and related activities in the case of the Resource Institution).

(5) Multiple Copies

Applicants must submit one (1) original and six (6) copies of applications, and three (3) additional copies of the title page and one-page abstract. (State and local governmental agencies applying to the Fund are obliged to submit no more than one (1) original and two (2) copies of proposals. In addition, these applicants must

comply with these procedures outlined in OMB Circular A-102 -- e.g., utilization of Form #80-R0186.)

C. Application as an Associate

(1) Narrative. The application to become an Associate in this Fund National Project is not based primarily on proposed activity, but rather on the applicant's past accomplishments and the potential for dissemination of these accomplishments. However, the application should include a proposed plan of further evaluation to be conducted as a Fund Associate.

In order to judge the applicant's qualifications for National Project II according to these criteria, it is important that the operation of the program be presented in full context. The Fund will need answers to questions as broadly ranging as the following:

- what is the relationship between the mission of the institution and the admission of low-achieving students?
- what is the form and extent of integration or articulation of any special programs or services with the institution?
- what is the extent of institutional commitment (staff and resources) to low-achieving students?
- what are the particular needs and aspirations of the students served?
- which dimensions of student development are addressed by the program, and how are other dimensions nurtured?
- what are the institution's standards for determining progress toward and attainment of credentials?

Thus, the application narrative should contain (as briefly and concisely as possible, and in a form suitable to the applicant) the following kinds of information:

- characterization of the population of low-achieving students served. This characterization should identify the numbers and kinds of students to which the program or institution is responding, the criteria (if any) of their selection, data on the prior academic achievements of the students, information on their financial, personal and social background, and their educational and career goals. In addition, an assessment of the difficulties these students face in becoming successful learners should be attempted.
- analytical description of the response to these students. This description should identify the salient features of the institutional or programmatic effort on behalf of low-achieving students (i.e., forms of counseling, tutoring, teaching methodologies), the qualifications of any special staff, a history of the implementation of the response, and a description of the relationship between the response and the mission of the institution. If the program is not institution-wide, the description should portray the structural relationship of the program to the basic features and processes of the institution, describe any procedures for communication and feedback between the program and other segments of the institution, and assess the extent to which faculty and staff not directly participating in

the program respond to the needs of these students. Previous external funding for the program (e.g., from the Federal government, from foundations) should be documented

- evidence of successful response. The applicant should present any and all evidence of success in creating the conditions for effective learning for low-achieving students. As discussed in Section III, the applicant assumes responsibility for identifying relevant indices of success and demonstrating their appropriateness, as well as for presenting the evidence called for by these indices. Such evidence might include, but is not limited to: rates of retention, academic attainments, measures of attitudinal and other non-cognitive aspects of student development, placement of students into jobs or advanced programs, and measures of student and faculty satisfaction with the program and its objectives. Wherever possible, comparative data on the progress of similar students in other programs and settings should be offered. It will also be to the advantage of the applicant to present a candid analysis of the program's shortcomings, and ways in which past failures have led to modifications and improvements in the response.
- future analysis and evaluation. One aspect of the activity of a Fund Associate will consist of improved evaluation of the participating programs. Some guidelines for this process will undoubtedly be generated by the Associates as a group. However, it is important that each participant approach the collaboration with an initial sense of needed improvements in the evaluation

of his or her program, a sense of what knowledge is needed by the field, and how these two goals might be combined.

- references. In order to provide additional perspective on the applicant's qualification, each is required to submit the names, addresses, and phone numbers of three persons who are knowledgeable about the program. At least two of these references must have no immediate affiliation with the institution or program.

(2) Budget. Each application should include a budget (utilizing the attached Form 0002 or a reasonable facsimile) estimating the necessary expenditures for the activities described above. The budget should be supplemented by a brief narrative, explaining the relationship between budget items and activities as an Associate. The Fund anticipates average awards of $25,000 to each Associate. We recognize, of course, that different programs and institutions will vary in the costs associated with their participation. Typical budget items would include a part-time salary for a project director for 15 months, clerical support, consultant fees (calculated at the Federal government rate of $100 per day, plus $25 per day expenses), materials necessary for evaluation, travel costs to 5 two-day Fund Associates' meetings (average $250 round trip), a conference, and site visits to other programs, office supplies, and communication costs. Since activity as a Fund Associate in this national project is of direct benefit to the participating programs, it is expected that no major indirect costs are to be included.

D. Application as Resource Institution

Institutions wishing to serve as the Resource Institution (as well as a Fund Associate) should submit an application containing a title page, abstract, narrative, and budget, and append it to the application to participate as an Associate.

(1) Narrative. The application should present concisely the institution's qualifications to provide logistical support and the coordination, dissemination, and reporting activities described in previous sections. In addition, a proposed plan of activities to facilitate the goals of the national project should be presented. Final plans for any activity will, of course, be determined in consultation with the Fund staff and the other Fund Associates. However, a tentative plan accounting for the following elements over a two-year period should be developed:

- schedule, suggested structure, and setting(s) of five two-day Associates meetings between September 1975 and December 1977
- format and scope of participation in a concluding invitational conference
- suggestion of candidates for the Advisory panel, and for the manner of their participation
- suggested resources for generating analytical descriptions of the participating institutions
- suggested content of a final report, resources for its preparation, and procedures for its dissemination

In preparing this plan, the applicant may rely on the following

estimates of personnel involvement as a rough guideline: planning and coordination of meetings and conference, 60 person days; planning and coordination of dissemination activities, 45 person days; advisory panel consultation, 50 person days; final report preparation, 45 person days; and clerical support, 100 person days.

(2) Budget. Applicants should estimate (using the attached Form 0002' or a facsimile) the expenditures necessary to carry out the role of Resource Institution. A brief narrative should accompany the budget, explaining the relationship of budget items to activities as the Resource Institution. In addition to personnel costs, appropriate budget items might include travel expenses for consultants, office materials, communication costs, and indirect costs to the institution. It should be noted that the Federal government permits payment of consultants at no more than $100 per day, plus a $25 per day expense allowance. Indirect costs may be assessed only if the rate has been previously approved by the Office of Grants Administration Policy, Department of Health, Education, and Welfare.

FORM 0001 (ASE)

Do Not Write
In This Space _____

1. THIS APPLICATION IS BEING SUBMITTED FOR THE FUND ASSOCIATES OF NATIONAL PROJECT II

2. Applicant Name and Address
   Institution or Agency _____
   Street Address _____
   City _____ State _____ Zip _____

3. Project Director Name and Address:
   Name _____ Title _____
   Institution _____ Tel. _____
   Street Address _____
   City _____ State _____ Zip _____

4. Are you also applying as the Resource Institution?
   Yes _____ No _____

5. Institutional Information: Highest Degree Offered _____
   Type of Institution: Private ____ Public ___ Approx. Total Enrollmt _____

6. Budget for 15-month period _____

7. Program References:
   Name _____ Institution _____
   City _____ State _____ Zip _____ Tel. _____
   Name _____ Institution _____
   City _____ State _____ Zip _____ Tel. _____
   Name _____ Institution _____
   City _____ State _____ Zip _____ Tel. _____

8. Abstract of Application: Attach One-Page Abstract (See Instructions)

9. Authorizing Official: Name _____
   Title _____
   Date _____ _____
   (Signature)

FORM 0002 (ASE)

ASSOCIATE BUDGET

(15-month period)

BUDGET ITEM

A. Direct Costs:

1. Salaries & Wages

   a. Professional* $ _____

   b. Consultant* _____

   c. Clerical _____

2. Employee Benefits _____

3. Travel* _____

4. Materials & Supplies _____

5. Equipment (Purchase or Rental)* _____

6. Production (Printing, Reproduction, Audio-Visual)* _____

7. Other* _____

B. Indirect Costs: _____

TOTAL $ _____

Institutional Support $ _____

* Items to be detailed in Budget Narrative, if applicable.

FORM 0001' (ASE)

Do Not Write _____
In This Space _____

1. THIS APPLICATION IS BEING SUBMITTED FOR THE RESOURCE INSTITUTION OF NATIONAL PROJECT II

2. Applicant Name and Address
   Institution or Agency _____
   Street Address _____
   City _____ State _____ Zip _____

3. Project Director Name and Address:
   Name _____ Title _____
   Institution _____ Tel. _____
   Street Address _____
   City _____ State _____ Zip _____

4. Institutional Information: Highest Degree Offered _____
   Type of Institution: Private ___ Public ___ Approx. Total Enrollmt _____

5. Budget for 2 Year Period
   1st Year _____ 2nd Year _____

6. Abstract of Application: Attach One-Page Abstract (See Instructions)

7. Authorizing Official: Name _____
   Title _____
   Date _____ _____
   (Signature)

FORM 0002' (ASE)

RESOURCE INSTITUTION BUDGET
1st Year Only

(Use same format for the second year)

BUDGET ITEM

A. Direct Costs:

1. Salaries & Wages

a. Professional* $ _____

b. Consultant* _____

c. Clerical _____

2. Employee Benefits _____

3. Travel* _____

4. Materials & Supplies _____

5. Equipment (Purchase or Rental)* _____

6. Production (Printing, Reproduction, Audio-Visual)* _____

7. Other* _____

B. Indirect Costs: _____

TOTAL $ _____

Institutional Support (1st Year Total) $ _____

*Items to be detailed in Budget Narrative, if applicable.

* U. S. GOVERNMENT PRINTING OFFICE : 1974 584-255/2035